

Texas Education Agency
Standard Application System (SAS)

2018–2019 Texas 21st Century Community Learning Centers, Cycle 10, Year 1

Program authority:	Public Law 114-95, ESEA of 1965, as amended by Every Student Succeeds Act, Title IV, Part B (20 U.S.C. 7171-7176)	FOR TEA USE ONLY Write NOGA ID Place date stamp here.
Grant Period:	August 1, 2018 – July 31, 2019	<div style="writing-mode: vertical-rl; transform: rotate(180deg);"> RECEIVED TEXAS EDUCATION AGENCY MAY -1 PM 12:42 GRANTS ADMINISTRATION CENTER </div>
Application deadline:	5:00 p.m. Central Time, May 1, 2018	
Submittal information:	<p>Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address:</p> <p style="text-align: center;">Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494</p>	
Contact information:	Christine McCormick, 21stcentury@tea.texas.gov	

Schedule #1—General Information

Part 1: Applicant Information

Organization name		County-District #	Amendment #
YES Prep Public Schools, Inc.		101-845	
Vendor ID #	ESC Region #	DUNS #	
1760563835	04	945379571	
Mailing address		City	State ZIP Code
5515 South Loop East, Suite B		Houston	TX 77033-1603
Primary Contact			
First name	M.I.	Last name	Title
Stephanie	S	Jones	Managing Director of Federal and State Compliance
Telephone #	Email address		FAX #
713-967-9037	stephanie.jones@yesprep.org		713-589-2502
Secondary Contact			
First name	M.I.	Last name	Title
Amir		Roohi	Director of State Compliance
Telephone #	Email address		FAX #
713-924-5441	amir.roohi@yesprep.org		713-589-2502

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

Authorized Official:

First name	M.I.	Last name	Title
Mark		DiBella	CEO
Telephone #	Email address		FAX #
713-967-8840	mark.dibella@yesprep.org		713-589-2502
Signature (blue ink preferred)			Date signed

April 30, 2018

Only the legally responsible party may sign this application.

701-18-111-084

Schedule #1—General Information

County-district number or vendor ID: 101-845

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application. For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
3	Certification of Shared Services	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	<input type="checkbox"/>	<input type="checkbox"/>
5	Program Executive Summary	N/A	<input checked="" type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8	Professional and Contracted Services (6200)	See Important Note For Competitive Grants*	<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
19	Private Nonprofit School Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
21	Program Information Addendum	<input checked="" type="checkbox"/>	N/A

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, the application will be disqualified.

Part 4: Single Audit Compliance for IHEs and Nonprofit Organizations

INSTRUCTIONS: This part of Schedule #1 is required only for colleges, universities, and nonprofit organizations (other than open-enrollment charter schools)

Enter the start and end dates of your fiscal year in Section 1.

In Section 2, check the appropriate box to indicate whether or not your organization is included in the annual statewide single audit. Public IHEs are generally included, and nonprofit organizations are generally not included.

Not applicable**Section 1: Applicant Organization's Fiscal Year**

Start date (MM/DD):

End date (MM/DD):

Section 2: Applicant Organizations and the Texas Statewide Single AuditYes: ☐No: ☐**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 101-845

Amendment # (for amendments only):

Part 1: Required Attachments

No program-related or fiscal-related attachments are required to be submitted with this grant application.

However, please note that nonprofit organizations, excluding ISDs and open-enrollment charter schools, will be required to submit proof of nonprofit status (see [General and Fiscal Guidelines](#), Required Fiscal-Related Attachments, for details) prior to TEA issuing a grant award.

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the General and Fiscal Guidelines .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the program guidelines for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all Lobbying Certification requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with No Child Left Behind Act of 2001 Provisions and Assurances requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with Every Student Succeeds Act Provisions and Assurances requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 101-845

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances
☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The program will take place in a safe facility that is properly equipped and accessible to participants and family members.
4.	The proposed program was developed, and will be carried out, in active collaboration with the schools that participating students attend, including through the sharing of relevant data among the schools, all participants of the eligible entity, and any partnership entities in compliance with applicable laws relating to privacy and confidentiality and in alignment with the challenging state academic standards and any local academic standards.
5.	The program will target students who primarily attend schools eligible for schoolwide programs under ESEA as amended by Section 1114, and the families of such students.
6.	Applicants that receive priority points for serving: 1) students in schools implementing comprehensive support and improvement activities or targeted support and improvement activities under ESEA as amended, Section 1111(d) and other schools determined by the local educational agency to be in need of intervention and support and 2) students who may be at risk for academic failure, dropping out of school, involvement in criminal or delinquent activities or who lack strong positive role models assure that they will target these students.
7.	The community has been given notice of an intent to apply and that the application and any waiver request will be available for public review after submission of the application.
8.	The applicant will adhere to the level of services in the approved application and in the agreed-upon center operation schedules and will provide those services to eligible students through this and all continuation and renewal grant periods, as applicable. Applicant acknowledges that proposed amendments that reduce the level of services to below the Year 1 awarded application will be approved only in extreme or unusual circumstances and that failure to adhere to service levels and student targets will result in reduced funding during the subsequent continuation grant period. Grant funds remaining unexpended at the end of the expenditure reporting period for the grant award will not be made available by TEA to supplement continuation grant awards.
9.	Services for students and families will begin no earlier than the grant start date of August 1, 2018 and no later than September 4, 2018.

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Schedule #2—Required Attachments and Provisions and Assurances (cont)

County-district number or vendor ID: 101-845

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

10.	<p>The applicant will adhere to a TEA-approved schedule that meets or exceeds program service requirements at each center and that provides a consistent and dependable schedule of weekly activities for all students enrolled. The applicant agrees to meet with TEA or its contractors after awards are announced and before the start date of the program to develop an approvable operation calendar for each center.</p> <ul style="list-style-type: none"> • A minimum of 35 weeks per year across all terms, including summer. TEA will count only the weeks in which a center offered the minimum number of hours-per-week toward the 35-week total. Make-up hours will be credited. The week runs from Sunday through Saturday. • A minimum of five days per week for the fall and spring terms. • A minimum of 15 hours per week (applicants should not propose to offer more than 20 hours of programming per week). Note: Transportation time that exceeds 30 minutes per-day shall not be counted towards minimum hours-per-week of programming. • A minimum of six weeks and four hours per day, four days per week during the summer term. Continuous weeks are not required. Grantees may offer four weeks of summer programming during the grant period that ends July 31, 2019, but if approved, the grantee must offer two weeks of summer programming in the subsequent continuation period between August 1, 2019, and the first student attendance day for the 2019–2020 school year. • Hours dedicated to program activities for adult family members will not count toward student programming.
11.	Services will be provided at no cost to participants. Grantees are prohibited from collecting fees, including late pickup fees or any other fee.
12.	Activities will be supervised at all times by qualified staff at adult to student ratios that meet or exceed TEC Chapter 25, Subchapter D requirements or other state required ratios as applicable.
13.	Center-level activities will be a minimum of 45 consecutive minutes in length and planned for each hour that a center is operating. Activities will be intentionally designed to address student needs and student voice, aligned with state standards and developed using a planning tool such as the Texas ACE© Activity/Unit and Lesson Plan Worksheet. Activities will reflect each of the following four components during each term: academic assistance, academic enrichment, family and parental support, and college and workforce readiness (grades 9-12 only).
14.	Academic, academic enrichment, accelerated learning, and tutoring activities will align with the regular school day program and state standards. Enrichment activities will enhance the academic-related activities of the regular day and/or be aligned with a documented student or campus need.
15.	All activities will occur at an approved center or, on a limited and pre-approved basis, at an adjunct site or during an approved field trip. Activities at a non-approved location, such as a feeder school, are unallowable and will not be charged to the grant.
16.	Grantee will offer families of students served by the program opportunities for active and meaningful engagement in their children's education and opportunities for literacy and related educational development. Family activities will be designed to meet the identified needs of each center's families and students; the needs of working families will be specifically addressed. Activities will be ongoing and consistently available throughout each term. The number of family members served will be proportional to the targeted number of students.
17.	All required staff positions will regularly participate in training and other opportunities offered by the Texas ACE© program. In addition, the grantee will regularly provide program-specific in-person training to center-level staff and will document the content and attendance of training events.

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Schedule #2—Required Attachments and Provisions and Assurances (cont)

County-district number or vendor ID: 101-845

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

18.	Grantee assures that it will regularly engage a group of stakeholders, new or existing, to serve as a community advisory council charged with providing continuous feedback and involvement to increase community awareness and program quality, evaluate program effectiveness, and inform operations and sustainability plans. Membership will be diverse and qualified to support efforts to increase quality and visibility of the program in the community.
19.	The grantee will cooperate with TEA and its contractors in conducting state-required activities, including but not limited to program implementation monitoring, statewide evaluation, compliance, technical assistance, and capacity building.
20.	Local grant programs will include the Texas ACE© logo in all outreach and communication materials and the grantee will comply with Texas ACE© branding guidelines.
21.	The applicant agrees to submit required data for state program evaluation, compliance monitoring, and federal reporting in the format and timeline provided by TEA. Grantee agrees to submit required logic models, sustainability plans, program evaluation reports, and any other required reports or products in accordance with the format provided by TEA.
22.	<p>Grantee will adhere to the Texas 21st Century Student Tracking (TX21st) system data reporting requirements. Grantee Profile, Funding, Contacts, Partner, Center Profiles, Center Contacts, Center Operations, Feeder Schools, Activities, and Schedule data will be entered in August and will be updated as changes in any of the data occur. Center Operations data will be updated at the beginning of each term. Data entered in the system must support the approved application and operating schedule.</p> <ul style="list-style-type: none"> • Participant and enrollment data will be entered in August or September, depending on the center schedule. • Attendance data will be entered daily or weekly. • Exception reports and data corrections will be completed and reviewed by the project director • Grantee will coordinate with the school district to collect and enter school day attendance and grades data into TX21st.
23.	The grantee agrees to conduct annual local program evaluation at the center and grant levels that assesses the following objective measures: school day attendance, core course grades, mandatory discipline referrals, on-time advancement to the next grade level, high school graduation rates, and high school student career competencies. The results of the local evaluation will be used to refine, improve, and strengthen the local program and will be made available to the public upon request, with public notice of such availability provided.
24.	Applicant will comply with any program requirements written elsewhere in this document.

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By TEA staff person:

Schedule #3—Certification of Shared Services

County-district number or vendor ID: 101-845

Amendment # (for amendments only):

I, as one of the below member entity authorized officials, certify that to the best of my knowledge, the information contained in this application is correct and complete, that the entity that I represent has authorized me to file this application, and that such authorization action is recorded in the minutes of the local agency's board meeting.

The participating or intermediate education agency named has been designated as the administrative and fiscal agent for this project and is authorized to receive and expend funds for the conduct of this project. The fiscal agent is accountable for all shared services arrangement (SSA) activities and is therefore responsible for ensuring that all funds including payments to members of SSAs are expended in accordance with applicable laws and regulations.

All participating agencies have entered into a written SSA agreement that describes the responsibilities of the fiscal agent and SSA members, including the refund liability that may result from on-site monitoring or audits and the final disposition of equipment, facilities, and materials purchased for this project from funds specified below.

It is understood that the fiscal agent is responsible for the refund for any exceptions taken as a result of on-site monitoring or audits; however, based upon the SSA agreement, which must be on file with the fiscal agent for review, the fiscal agent may have recourse to the member agencies where the discrepancy(ies) occurred.

Any additional funds that result from an increase will not require additional signatures. **Each member identified below acknowledges accountability for the requirements contained in the provisions and assurances listed in Schedule #2, Parts 2 and 3, as applicable.** Each member entity certifies its agreement to participate in this SSA, as stated throughout this grant application.

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Fiscal Agent				
1.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
Member Districts				
2.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
3.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
4.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
5.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
6.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
7.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
8.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	

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By TEA staff person:

Schedule #3—Certification of Shared Services (cont.)

County-district number or vendor ID: 101-845

Amendment # (for amendments only):

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Member Districts				
9.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
10.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
11.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
12.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
13.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
14.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
15.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
16.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
17.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
18.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
19.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
20.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
Grand total:				N/A

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By TEA staff person:

Schedule #5—Program Executive Summary

County-district number or vendor ID: 101-845

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

YES Prep Public Schools, Inc. (YES Prep or district) is applying for the 21st CCLC grant to **immediately target and serve our most at-risk students and their families at our 10 highest-poverty and lowest-performing schools**, providing a new, innovative, and comprehensive out-of-school time (OST) program that aligns with our school day and state standards; addresses campus- and community-specific needs; and prepares ALL participating students for postsecondary education and the workforce. Every proposed center is a Title 1A Schoolwide campus, serves at least 91% of students who are economically disadvantaged, and is in an underprivileged, inner-city community with no or restricted OST programs. **Two centers are 2017-18 Priority or Focus Schools.** By focusing on the following four program goals, YES Prep will transform all 10 campuses and the communities they serve. We will:

- (1) improve STAAR readiness and math and reading proficiency through intensive academic activities;
- (2) improve college and career readiness through SAT preparation, 21st century, and leadership activities;
- (3) improve behavior and increase attendance/persistence through wraparound services supporting mental, emotional, and physical wellbeing; and
- (4) improve family engagement through services that boost literacy and other continuing education, which will equip parents with the skills necessary to meaningfully support their children and enhance their overall quality of life.

All four goals directly align with campus and district priorities. YES Prep is an open-enrollment charter school district based in and focused on Houston, Texas that serves 12,300 students in Grades 6-12. **We exist to redefine possible.** Our mission is to increase the number of students from underserved communities who graduate from college prepared to lead; and our core values are to (1) eliminate educational inequity to advance social justice, (2) create pathways to opportunity, (3) grow humble leaders, (4) build transformative relationships, and (5) achieve jaw-dropping results. The needs of our students have changed since we were founded in 1998; for example, we have documented wider readiness gaps among incoming 6th graders; increased concentration of students with special needs and learning differences; and more students with significant emotional and/or behavioral needs that, at present, we are not equipped to address. **If YES Prep is going to get ALL our students to and through college, then we must overhaul our traditional academic and support models and expand our capacity to outside the regular school day.** This grant will enable us to fundamentally change the way our district uses OST to meet the needs of at-risk students.

We established a **21st CCLC Planning Committee** to design the **comprehensive needs assessment process** and ensure its efficacy by reviewing research-based, internal and external, qualitative and quantitative data sets. Every campus conducted the campus and community assessments and used the results to design their **program activities and services** and **program budget**. Also, every campus identified the number of students most in need of OST support. Overall, **53% of students are at-risk, 61% are not projected to pass STAAR Math, 52% are not projected to pass STAAR Reading, and only 29% have SAT scores that are considered "college-ready."** Both assessments enabled campuses to create activities that are supplemental and develop budgets for only reasonable and necessary expenses. The Committee will update the assessments annually and measure progress towards achieving all the program goals.

The **program management plan** includes interconnected, district- and campus-level supervision to ensure continual alignment and high-quality improvements. For example, ACE and non-ACE staff will check-in weekly; all ACE staff will meet monthly to share best practices and receive training; leadership teams will review data monthly to monitor impact; and district leadership and the Board of Directors will review data and sustainability biannually. The **program evaluation** will be conducted by an independent evaluator who will review qualitative and quantitative data, conduct planned and unplanned site visits, and review grades, surveys, discipline, and attendance data to measure program impact. The evaluator's annual final report will be publicized, presented to the Board, and guide ongoing improvement. Also, our grant completely and accurately answers all **statutory requirements**, including evaluating community needs and resources and how proposed program activities address those needs; planned partnerships; how the program will impact grant goals and improve student success; disseminating information; transportation needs; recruiting qualified volunteers; sustainability plans; coordinating federal, state, and local programs; and all **TEA requirements**, including center-level information, program management, center operations, budget plans, and evaluation plans.

YES Prep is passionately committed to the program goals, has allocated funds and in-kind donations to support the program, and will ensure that programming is sustained after grant funding ends. All our Board members have committed in writing to **sustainability**, as have our community partners. The Committee has outlined a sustainability plan and will review it quarterly with the ACE Advisory Council. **Ultimately, YES Prep has designed an OST program that is strategically aligned, manageable, and sustainable, which will meet the needs of our students and families, improve our achievement results, and help end the cycle of poverty that plagues our communities.**

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 101-845

Amendment # (for amendments only):

Program authority: Public Law 114-95, ESEA of 1965, as amended by Every Student Succeeds Act, Title IV, Part B (20 U.S.C. 7171-7176)

Grant period: August 1, 2018, to July 31, 2019

Fund code/shared services arrangement code:
265/352**Budget Summary**

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$1,035,535	\$0	\$1,035,535
Schedule #8	Professional and Contracted Services (6200)	6200	\$206,934	\$22,500	\$229,434
Schedule #9	Supplies and Materials (6300)	6300	\$125,181	\$0	\$125,181
Schedule #10	Other Operating Costs (6400)	6400	\$109,850	\$0	\$109,850
Schedule #11	Capital Outlay (6600)	6600	\$0	\$0	\$0
	Consolidate Administrative Funds			<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Total direct costs:			\$1,477,500	\$22,500	\$1,500,000
0% <u>indirect costs</u> (see note):			N/A	\$0	\$0
Grand total of budgeted costs (add all entries in each column):			\$1,477,500	\$22,500	\$1,500,000

Shared Services Arrangement

6493	Payments to member districts of shared services arrangements	\$0	\$0	\$0
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Administrative Cost Calculation

Enter the total grant amount requested:	\$1,500,000
Percentage limit on administrative costs established for the program (5%):	× .05
Multiply and round down to the nearest whole dollar. Enter the result.	\$75,000
This is the maximum amount allowable for administrative costs, including indirect costs:	

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

If selected for a competitive grant, your award amount will be the lesser of the grand total of budgeted costs as stated on this schedule (the box with the bold outline), or the sum of all line items listed on this schedule, or the maximum allowable award amount. TEA is not responsible for math errors.

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By TEA staff person:

Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 101-845

Amendment # (for amendments only):

Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted
Academic/Instructional				
1	Teacher			\$
2	Educational aide			\$
3	Tutor			\$
Program Management and Administration				
4	Project director (required)	1		\$74,000
5	Site coordinator (required)	10		\$532,560
6	Family engagement specialist (required)	1		\$57,000
7	Secretary/administrative assistant	6		\$47,100
8	Data entry clerk			\$
9	Grant accountant/bookkeeper			\$
10	Evaluator/evaluation specialist			\$
Auxiliary				
11	Counselor			\$
12	Social worker			\$
Education Service Center (to be completed by ESC only when ESC is the applicant)				
13	ESC specialist/consultant			\$
14	ESC coordinator/manager/supervisor			\$
15	ESC support staff			\$
16	ESC other			\$
17	ESC other			\$
18	ESC other			\$
Other Employee Positions				
19	Title			\$
20	Title			\$
21	Title			\$
22	Subtotal employee costs:			\$710,660
Substitute, Extra-Duty Pay, Benefits Costs				
23	6112	Substitute pay		\$
24	6119	Professional staff extra-duty pay		\$213,925
25	6121	Support staff extra-duty pay		\$
26	6140	Employee benefits		\$110,950
27	Subtotal substitute, extra-duty, benefits costs			\$324,875
28	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$1,035,535

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 101-845

Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Professional and Contracted Services Requiring Specific Approval

Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land	\$0
	Specify purpose:	
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$0
Professional and Contracted Services		
#	Description of Service and Purpose	Grant Amount Budgeted
1	Independent Evaluator: monitor program compliance and progress towards achieving program objectives and goals; will publish annual final report of data, findings, and recommendations for centers and grantee; \$2,250 per site	\$22,500
2	Academic Assistance: e.g., homework help, study hall, computer lab, learning lab, PSAT and SAT prep, STAAR tutorials, math intervention, reading intervention, TXRX STEM lab, drones, robotics, Khan Academy, ST Math, Everfi	\$54,214
3	Behavioral, Social-emotional, and Wraparound Services: e.g., karate, yoga, mindfulness, small group reflection circles, Journey of Hope trauma counseling, character-building, mentoring, Crime Stoppers' anti-bullying and cyber-safety, Why Try curriculum, Legacy Clinic services	\$26,560
4	Enrichment Activities: e.g., cheer, dance, theater, art, Anime, running, soccer, baseball, flag football, Houston Food Bank's nutrition classes, cooking, chess, cosmetology, step, photography, gardening, music (piano, guitar, choir), culture club, Boys and Girls Club of Greater Houston, Houston Tool Box	\$89,460
5	College and Career Readiness Activities: e.g., resume writing, scholarship research, debate club, service club, leadership club, affinity clubs, career counseling, yearbook club, computer club, entrepreneurship, Driver's Ed, etiquette, financial services	\$25,860
6	Family Activities and Services: e.g., Houston Community College's ESL and GED classes, Houston Food Bank's nutrition classes, Children At Risk's Train-the-Trainer parent modules, Save the Children's Care for the Caregiver mental health counseling, parenting classes, SER's jobs training, Crime Stoppers safety trainings, FAFSA and college prep, community resources fairs	\$9,040
7	Cell phone service for every ACE Site Coordinator to communicate with contractors, staff, and parents; used solely for grant program purposes; \$180 per year, per site	\$1,800
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
b. Subtotal of professional and contracted services:		\$229,434
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$0
(Sum of lines a, b, and c) Grand total		\$229,434

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 101-845

Amendment number (for amendments only):

Supplies and Materials Requiring Specific Approval

Expense Item Description		Grant Amount Budgeted
6300	Total supplies and materials that do not require specific approval:	\$125,181
Grand total:		\$125,181

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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By TEA staff person:

Schedule #10—Other Operating Costs (6400)		
County-District Number or Vendor ID: 101-845		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$0
6412	Travel for students to conferences (does not include field trips). Requires pre-authorization in writing. Specify purpose:	\$0
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$14,700
6413	Stipends for non-employees other than those included in 6419	\$0
6419	Non-employee costs for conferences. Requires pre-authorization in writing.	\$0
Subtotal other operating costs requiring specific approval:		\$14,700
Remaining 6400—Other operating costs that do not require specific approval:		\$95,150
Grand total:		\$109,850

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

*Other operating costs that do not require specific approval include: mileage for Project Director, FES, and Site Coordinators to travel to TEA ACE trainings and other grant-related travel, funds for ACE staff to attend TEA's OSTICON conference, nutritious snacks, and bus transportation for six centers during the schoolyear and three centers during summer programming.

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Schedule #11—Capital Outlay (6600)				
County-District Number or Vendor ID: 101-845			Amendment number (for amendments only):	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
6669—Library Books and Media (capitalized and controlled by library)				
1		N/A	N/A	\$
66XX—Computing Devices, capitalized				
2			\$	\$
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
66XX—Software, capitalized				
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
18			\$	\$
66XX—Equipment or furniture				
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
28			\$	\$
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)				
29				\$
Grand total:				\$0

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #14—Management Plan

County-district number or vendor ID: 101-845

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the desired qualifications, experience, and any requested certifications of the primary project personnel projected to be involved in the implementation and delivery of the program. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

#	Title	Desired Qualifications, Experience, Certifications
1.	ACE Project Director	Bachelor's degree required; Master's preferred; excellent project management and communications skills; team management, grants/fiscal management, and school/OST experience; 21 st CCLC grant experience strongly preferred
2.	ACE Site Coordinator(s) (SC)	Bachelor's degree required; excellent organizational, time management, communications, and data management skills; experience working with high-need children/youth and families; OST programs experience; some Spanish language skills preferred
3.	ACE Family Engagement Specialist	Bachelor's degree required; community/family services experience required; excellent organizational, time management, and communications skills; strong presentation and group facilitation skills; team management experience preferred; Spanish fluency strongly preferred

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

#	Objective	Milestone	Begin Activity	End Activity
1.	90% of middle school ACE students improve academic performance, particularly in math and reading	1. At-risk students identified & recruited	08/01/2018	05/17/2019
		2. Increase % complete & accurate homework	08/01/2018	05/17/2019
		3. Increase performance on school benchmark tests	09/04/2018	05/17/2019
		4. Increase % students passing STAAR Math	12/15/2018	05/15/2019
		5. Increase % students passing STAAR Reading	12/15/2018	05/15/2019
2.	90% of high school ACE students increase on-time high school promotion/graduation	1. At-risk students identified & recruited	09/04/2018	05/17/2019
		2. Increase % students reading on grade level	08/01/2018	05/31/2019
		3. Increase high school GPA scores	09/04/2018	05/17/2019
		4. Increase PSAT/SAT scores	09/04/2018	05/17/2019
		5. Increase % on-time student promotion/graduation	12/20/2018	06/03/2019
3.	Increase school safety and culture by 10%	1. At-risk students identified & recruited	08/01/2018	05/31/2019
		2. SC communicates with parent re: services	09/04/2018	05/17/2019
		3. Provide SEL and restorative justice	08/01/2018	05/17/2019
		4. Decrease # behavioral incidents	09/04/2018	05/17/2019
		5. Increase campus satisfaction on surveys	12/14/2018	05/05/2019
4.	Increase school day attendance by 10%	1. At-risk students identified & recruited	08/01/2018	05/31/2019
		2. SC communicates with parents	08/15/2018	05/17/2019
		3. Increase % OST enrichment participation	08/15/2018	05/17/2019
		4. Decrease # students missing any class	09/04/2018	05/17/2019
		5. Increase % average daily attendance	09/04/2018	05/17/2019
5.	Increase family engagement by 25% per ACE campus	1. At-risk students & parents identified & recruited	08/01/2018	05/31/2019
		2. SC communicates with parent re: services	08/15/2018	05/31/2019
		3. Ongoing literacy/education programs	09/04/2018	05/17/2019
		4. Pre- and post-activity assessments/surveys	09/04/2018	05/17/2019
		5. Increase parent satisfaction on surveys	12/14/2018	06/01/2019

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 101-845

Amendment # (for amendments only):

Statutory Requirement 1: Describe how the eligible entity evaluated community needs and resources. Describe the results, including the resources available in the community, and how the program strategies and activities proposed to be carried out in the center(s) will address those needs. Specifically address the needs of working families. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

One of YES Prep's core values is to eliminate educational inequity to advance social justice, which begins at the community-level. To fairly evaluate community needs and resources and equitably address those needs, we established a **21st CCLC Planning Committee** comprised of district leaders, teachers, parents, community members, students, and experts from our Community & Family Engagement, Academics, Analytics, Compliance, Operations, Information Technology, and Student Support teams. The Committee's first responsibility was to design an objective and comprehensive **campus and community needs assessment**, supervise its implementation, and evaluate its results. The **campus needs assessment** examined 2017-18 campus improvement plans, 2016-17 comprehensive needs assessments, 2016-17 TAPR reports, as well as multiple years of STAAR and MAP results, student grades, attendance rates, discipline referrals, PSAT and SAT scores, at-risk indicators, and parent and student surveys. The **community needs assessment** examined the most recent City of Houston crime rates, USDA reports, American Community Survey (ACS) and Rice Kinder Institute for Urban Research reports on poverty, and transportation, medical, and food availability by neighborhood. **Based on the results, the Committee identified the 10 campuses most in need of an OST program and will target the most at-risk students and their families on those campuses.** All 10 proposed centers are our lowest performing schools, eligible for Title 1A Schoolwide programs under ESEA Section 1114, serve at least 91% of students who are economically disadvantaged, and are in low-income, under-resourced neighborhoods.

Every campus' four **goals (Page 9) address documented needs.** **(1) Improve STAAR readiness and math and reading proficiency:** Up to 62% of incoming 6th graders perform below grade level in math and reading. Last school year, STAAR passing rates decreased at all 10 campuses. Up to 61% of students are not projected to pass STAAR Math and up to 52% are not projected to pass STAAR Reading. Also, male, at-risk, and ELL students have significantly lower test results than their peers. **(2) Improve college and career readiness:** 90% of students will be the first in their families to attend college. Based on PSAT and SAT test results, only 29% of high school students are considered "college-ready," and the results decrease further by subpopulations (LEP is 1%, SpEd is 3%, and at-risk is 14%). When surveyed, students requested more internships, access to technology, and extracurricular activities in leadership development and cultural competencies. **(3) Improve behavior and increase attendance/persistence through wraparound services:** During the school year, attendance rates decrease most rapidly among high school students, and rates among subpopulations are lower than ADA expectancy. The median household income in targeted neighborhoods is less than \$50,000 and "poverty concentration" is the maximum category reported by ACS. These neighborhoods are designated food, medical, and transportation deserts (Kinder Institute); preventable hospitalization rates are high due to lack of primary care options; and, in the aftermath of Hurricane Harvey, the homeless student population rate increases monthly. Students have no or few comprehensive, affordable OST options; and those options available do not adequately serve at-risk students. Houston's crime rate is higher than 95% of other U.S. cities; and violent crime is 1:95, compared to Texas' 1:230. One center will be in the 6th most dangerous neighborhood in America, and others are in areas where gang activity threatens students daily. Also, 70% of discipline referrals are for male students and 50% occur in middle school. Both student and parent surveys report lower campus culture satisfaction than district goals. **(4) Improve family engagement:** The parent engagement rates are 10% and lower. When surveyed, parents requested ESL, GED, financial, nutritional, and parenting classes so they can better support their children's education.

We will provide activities and services that address the above needs and are directly aligned with our district's mission and core values, redefining possible for ALL our students and their families. **(1) Math and reading academic support**, e.g., math and reading interventions and STAAR tutorials. **(2) College and career readiness**, e.g., SAT tutorials, STEM clubs, and leadership and career mentoring. **(3) Wraparound services**, e.g., activities based on student voice that motivate students to attend both the whole school day and OST programs; team-facilitated activities focused on social-emotional skills, restorative justice, and anti-bullying; and affinity groups to increase students' sense of belonging. **(4) Family engagement**, e.g., empower parents to deeply engage in their children's education through a variety of classes (ESL and GED) and services (workforce, financial, safety, parenting, and mental health).

Supporting working families is our final need. Most of our students' parents work, so we will ensure communications are shared via multiple, convenient methods, e.g., instant messages, social media, phone calls, and flyers. We will survey parents to determine the best days/times for them to participate; host parent meetings during mornings, evenings, and weekends; and share community resources via campus-based ACE Family Resource Centers that are accessible anytime. Lastly, we will provide free transportation to students. This is how we advance social justice.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 101-845

Amendment # (for amendments only):

Statutory Requirement 2: Describe the planned partnership between the applicant and the proposed eligible partner organization(s), including how the partnership will contribute to achieving stated objectives and sustaining the program over time, or provide evidence that the LEA is unable to partner with a community-based organization in reasonable geographic proximity and of sufficient quality to meet the requirements. *Check the box that applies to this application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.*

☒ This applicant is part of a planned partnership.

☐ This applicant is unable to partner.

One of YES Prep's core values is to build transformative relationships, which requires establishing community partnerships. We have planned partnerships with three respected and proven community organizations, (1) Houston Food Bank, (2) Crime Stoppers of Houston, and (3) Save the Children, which will ensure we achieve our program objectives (Page 16) and sustain programming after the grant ends. YES Prep has the expertise to provide academic services; however, we understand that our students' physical, behavioral, and mental wellbeing equally impact their success. We have to serve the *whole* student. **All three partners are eligible to be grant applicants independently, provide wraparound services that will meet the documented needs of our students and their families, and will expand our capacity beyond what we could achieve alone.** (1) **Houston Food Bank – Expanded services:** Houston Food Bank will provide evidence-based nutritional training for students and parents, free pop-up grocery stores with nutritious recipes and groceries for families, and food distribution trucks with free groceries for families. **Needs addressed:** As found in the needs assessment, our families live in food and medical deserts and have limited access to nutritional, preventative, and medical care. **Achieving objectives:** By providing these services, Houston Food Bank will help us achieve our objectives of **increasing on-time high school promotion/graduation and increasing school day attendance**, ensuring students and parents have access to healthy meal options, are trained to choose and prepare nutritious snacks and meals, and are equipped to fight health issues that keep students away from school. Additionally, they will help us achieve our objective of **increasing family engagement** by providing access to nutritional training and resources, so families reinforce what they learn at home and combat obesity and health problems together. (2) **Crime Stoppers – Expanded services:** Crime Stoppers will provide safety trainings for students and parents, such as cyber-safety, dating safety, bullying prevention, and campus and community safety. **Needs addressed:** Our students and their families live in neighborhoods with high crime rates and persistent gang activities; our high school and subpopulation students are increasingly truant; and our middle school students, particularly males, struggle with recurrent behavioral issues. **Achieving objectives:** These services will help us meet our objectives of **increasing school safety and culture, increasing school day attendance, and increasing family engagement** by providing activities for students who need to stop risky and/or truant behavior and parents who need to learn how to identify and intervene in unhealthy situations and continue that intervention at home. (3) **Save the Children – Expanded services:** Save the Children will provide evidence-based, psychosocial counseling for students who have faced trauma because of Hurricane Harvey or other disturbing events and Care for the Caregiver mental health training for parents to navigate their own trauma and support their children's emotional needs. **Needs addressed:** Overall, 25% of young people in the U.S. have experienced a traumatic event, 600,000 children live in households that applied for FEMA assistance after Hurricane Harvey, and, after Hurricane Harvey, our student truancy, trauma, and homeless needs began to increase monthly. **Achieving objectives:** Save the Children will help us **increase school day attendance** by providing support for students who face struggles that are linked to increased truancy; **increase school safety and culture** by providing counseling and resources for students struggling to cope with trauma, grief, and loss; and **increasing family engagement** by providing parent-centered counseling so parents are equipped to support their children's needs. Moreover, all our partners will aid in achieving our objectives of **improving middle school academic performance and increasing on-time high school promotion/graduation** by diminishing our students and families' obstacles to accessing health, safety, and social-emotional services and resources. This will establish a foundation upon which academic learning and success can be achieved. (Maslow's Hierarchy of Needs).

To sustain the grant program over time and build transformative relationships, every partner signed a memorandum of understanding (MOU) that explicitly states, "The partner will work with YES Prep and the ACE staff to create a sustainability plan to continue services past the end of the grant period." Each MOU also states that the partner will join the ACE Advisory Council, which will meet quarterly to provide ongoing program feedback, increase community awareness and program quality, evaluate program effectiveness, and advise operations and sustainability plans. In addition, the ACE Project Director, ACE Advisory Council, ACE staff, and ACE partners will share progress towards sustainability goals with district leaders for review and feedback. Every partner will be held accountable for the commitments outlined in their MOUs, and they have already offered their fundraising resources and networks to aid YES Prep in pursuing other sources of funding after the grant ends.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 101-845

Amendment # (for amendments only):

Statutory Requirement 3: Describe how the proposed program will impact performance, attendance, discipline referrals, advancement, and, if applicable, high school graduation rates and career competencies. If the program proposes to impact additional local measures or objectives, state those here and describe how the program is designed to impact those. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

YES Prep used research data and evidence-based practices to design a transformative OST program that will address our students' needs and directly impact (1) performance, (2) attendance, (3) discipline referrals, (4) advancement, and (5) high school graduation rates and career competencies. **(1) Performance:** All proposed centers are our lowest performing schools. One is Year 2 Improvement Required and a Priority School and another is a Focus School. Up to 61% of students are not projected to pass STAAR Math and up to 52% are not projected to pass STAAR Reading. Last school year, STAAR passing rates decreased across all campuses and passing rates for subpopulations are dramatically lower than the general student population. Only 29% of high school students tested 'college-ready' on the SAT. **Based on these areas of needs, and alignment with YES Prep's core values of eliminating educational inequity and achieving jaw-dropping results, our OST program will provide daily academic activities for our most at-risk students, such as STAAR tutorials, math and reading interventions, homework help, and SAT tutorials.** Every academic activity will feature best practices, including differentiated instruction, hands-on curriculum, project-based learning, and small group sessions for targeted intervention (www.amle.org, 2018). ACE staff will collaborate with school day teachers to align OST lesson plans with school day content and ensure they are TEKS-aligned and high-quality. Activities will feature cross-curricular content to align with STAAR and SAT test questions, so students can think critically and beyond subject memorization (TEA, STAAR). Also, ACE staff will review student work for completion and accuracy; conduct pre- and post-assessments; monitor grades, exams, and STAAR and SAT scores to measure student performance; and make adjustments as needed to improve activity impact. **(2) Attendance:** The most common reasons for school day absences are incomplete homework (e.g., 40% at YES Prep) (ncjfcj.org) and feeling unwell (www.ncbi.nlm.nih.gov). To support these needs, we will provide daily homework help before and after school, and Houston Food Bank will provide nutrition and cooking classes to promote physical wellbeing. We will partner with Harris County Health Department to provide free dental, visual, and physical exams and vaccinations, and will expand our current partnership with Legacy Clinic to serve students outside of the regular school day. Middle school students are likely to cite bullying as a cause for missing school (attendanceworks.org 2016), so Crime Stoppers will provide anti-bullying and cyber-safety classes. Additionally, peer and mentor relationships decrease absenteeism (Northwestern School of Education and Social Policy, 2016), so we will provide affinity and leadership clubs to build transformative relationships on campus. We will provide enrichment activities (e.g., performing arts, service clubs, gardening, photography, cosmetology, and sports) that increase students' intrinsic motivation to attend the regular school day and OST programs. Also, every activity will include teambuilders, project-based learning, projects displayed on campus, and a culminating showcase. Students will be able to attend OST activities only if they attend the regular school day. **ACE staff will monitor school day and OST attendance weekly, target students most in need, and work with OST staff whose activities have declining attendance to revitalize the activity.** Student voice is also critical for consistent attendance, so we will conduct surveys each term and activities with negative feedback will be modified. **(3) Discipline referrals:** Overall, 10% of students in each grade level repeatedly receive discipline referrals, and most are middle school boys. Research shows that restorative justice is more effective than punitive discipline (TeachHUB). We will align our OST behavior model to the district's new restorative justice model, target students who have a record of disciplinary offenses, and empower them with strategies that reset behavior, such as small circles, mentoring, yoga, mindfulness, teambuilders, character-building, and written/oral reflection. ACE Site Coordinators and school day teachers will review disciplinary reports jointly to ensure at-risk students are targeted and referrals decline. **(4) On-time advancement and graduation:** Up to 62% of incoming 6th grade students perform below grade level in math and reading and 9th grade students show a dramatic drop in GPA. "Strategic [subject-based] tutoring improves student achievement" (education.gov.gy), so we will target students who are failing or at risk of failing and provide content-specific tutorials for students during the traditional school year and six weeks of **intensive academic remediation** during the summer. We will conduct pre- and post-tutorial assessments to monitor progress, and ACE Site Coordinators will review grades and end-of-course exams and collaborate with school day teachers for ongoing intervention, recruitment, and progress monitoring. **(5) High school graduation and career competencies:** We will provide SAT tutoring, tech labs, and career mentoring and leadership clubs for students to build college and career-going portfolios. We will partner with TXRX STEAM Lab to offer CAD design, laser and 3D printing, and welding to build skills for STEM college and career fields. Based on alumni feedback, we will implement cultural competency trainings for students to develop college-going identities and navigate college and career systems. (Duckworth, Grit, 2016).

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 101-845

Amendment # (for amendments only):

Statutory Requirement 4: Explain how the program will use best practices, including research or evidence-based practices, to provide educational and related activities that will complement and enhance academic performance, achievement, positive youth development of the students, and, if applicable, postsecondary and workforce preparation.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The achievement gap between students from low- and high-income families has increased 40% in 30 years, but high-quality, affordable OST programs can close this gap (After School Alliance, 2017). YES Prep used research data and evidence-based practices to design our OST program, aligned it with our mission and core values, and incorporated activities and services that will support students' needs and complement and enhance (1) academic performance, (2) achievement, (3) positive youth development, (4) postsecondary and workforce preparation, and (5) family engagement.

(1) Academic performance and (2) achievement: The critical indicators for middle school achievement are attendance, behavior, and grades; and for high school, they are GPA, promotion, and rigor (Hanover Research, 2014). Our OST activities will include STAAR and SAT prep, core-subject tutoring, computer literacy, homework help, and math and literacy intervention, which address the needs of our most at-risk students. Our OST staff will be trained to write high-quality, TEKS-aligned lesson plans and will collaborate with school day teachers to align school day and OST content. STAAR and SAT questions often include cross-curricular content, so we will incorporate that content into our lessons. **OST activities will focus on experiential and inquiry-based learning, so school day content transforms from book-theory to tangible, and students can try, fail safely, analyze, question, adapt, and try again (UC Davis, 2017).** One of YES Prep's core values is to eliminate educational inequity to advance social justice. "Culturally responsive teaching...is one of the most powerful tools for helping students find their way out of the achievement gap" in diverse classrooms (Hammond, Culturally Responsive Teaching and the Brain, 2014), so we will incorporate it into our OST activities to foster student comprehension and engagement. Also, ACE Site Coordinators will review lesson plans for quality, monitor activities for active student engagement, and review grades and exams to monitor impact on academic performance, as well as student achievement over time by tracking school day attendance, classroom behavior and grades, consistent program attendance, and on-time advancement.

(3) Positive youth development: Students' holistic needs must be met to reach full academic potential (Rowan Digital Works, 2012). We will provide activities and services that support physical and mental well-being and promote connectedness, creativity, and self-expression, such as service/leadership clubs, affinity clubs, sports, art, performing arts, yoga/mindfulness, mentorships, character-building, social-emotional awareness, anti-bullying, counseling, and nutritional and fitness activities. **Students most in need of psychosocial counseling will participate in Save the Children's research-based Journey of Hope program.** Whether the student attends homework help or plays soccer, every OST activity will begin with a teambuilder, which will increase students' sense of belonging and connectedness to their peers, the ACE program, and campus to increase consistent attendance (DOE, "Preventing Chronic Absenteeism," 2014). **Every student in every club will participate in a culminating event or showcase to celebrate what they learned during their OST activity and their work will be displayed on campus for students, teachers, and parents to view.** ACE Site Coordinators and campus staff will review attendance and behavior reports, TX21st attendance rates, and student surveys, and adjust activities as needed to ensure they are on track to achieve program goals/objectives.

(4) Postsecondary and workforce preparation: By 2020, 65% of jobs will require postsecondary education (Children At Risk, TEA: Problems and Issues Affecting Vulnerable Children, 2018). In response to student voice, we will create more opportunities for students to bolster college and career resumes. **As one student wrote, "I want to be an engineer...looking at admissions and SAT, I'm pretty average...[I'd like] more opportunities to stand out as a student."** Activities to prepare our students for college and the workforce will include TXRX STEAM Labs, resume and college application writing, scholarship research, career mentoring, technology literacy, and promoting a college-going identity for students struggling to see themselves as college material and college-ready (Duckworth, Grit, 2016). This aligns with our core values of growing humble leaders and creating pathways to opportunity. Also, activities will integrate 21st century skills critical to academic and workforce success, including collaboration, teamwork, creativity, critical thinking, problem-solving, adaptability, global/cultural awareness, leadership, oral/written communication, and technology (Partnership for 21st Century Learning, 2007). Activities will be designed to provide students with tangible work products and skills to showcase on college applications and resumes like service projects, products built in TXRX's STEAM lab, entrepreneurship projects, and PowerPoint, Excel, and Word proficiency.

(5) Family engagement: "No matter income or background, students with involved parents are more likely to have higher grades and test scores, attend school regularly, have better social skills, [and] show improved behavior" (National Coalition for Parent Involvement in Education, 2016). Family engagement activities will be directly aligned with student activities so that parents can reinforce at home what students are learning at school and support their children's academic and career success.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 101-845

Amendment # (for amendments only):

Statutory Requirement 5: Describe the proposed program activities and how they are expected to improve student academic achievement and overall student success. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Research shows that OST programs impact academic achievement, social emotional development, health and wellness, and prevent risky behaviors (American Institutes for Research, 2008). **YES Prep used research data and evidence-based practices to create OST program activities that address our students' documented needs and promote academic and overall success.** Activities are separated into four components: (1) academic assistance, (2) academic enrichment, (3) family/parent support, and (4) college and workforce readiness. **To support our students' academic needs, we will provide the following activities at every center: STAAR tutorials in math and reading for middle school students, PSAT and SAT tutorials for high school students, and math and reading intervention activities to ensure students meet grade-level expectations, with a focus on at-risk, SpEd, and ELL students.** All ACE instructors will implement the same school day classroom management strategies and review OST lesson plans to ensure they are high-quality and aligned with school day curriculum and state standards (Connolly and Giouroukakis, Using the Tests You Hate to Help the Students You Love, 2016). **We will partner with TXRX Labs, which provides STEAM equipment at reduced costs for students, to promote STEAM clubs, such as hands-on, inquiry-based learning through engineering, technology, drone/robotics building, 3D and laser printing, CAD design, coding, and other "maker" projects like jewelry, pottery, and mixed media art.** Equally important is preparing students for college and workforce readiness, so OST instructors will incorporate 21st century skills, including critical thinking, problem-solving, group work, oral presentations, and project-based learning, which will help students learn skills critical for today's workforce ("Raising a 21st Century Workforce," Huffington Post, 2010). College prep clubs will include resume writing, scholarship research, leadership skills, college matching, computer literacy, entrepreneurship, journalism, financial literacy, and career exploration. "Researchers, educators, parents, teachers and youth advocates increasingly agree that learning and practicing social and emotional skills in tandem with academics is crucial to K-12 student success" (EdSource, 2018). Also, we will provide activities intentionally designed to support the whole child. **As found in our needs assessments, many students deal with trauma, so we will provide Save the Children's Journey of Hope research-based, psychosocial program to counsel students.** To support students who live in food and medical deserts, we will provide Houston Food Bank's nutrition and cooking classes and fitness activities, such as dance, cheer, step, soccer, basketball, baseball, volleyball, running, and gardening, which promote physical wellbeing, fitness, leadership, and teamwork. To decrease discipline referrals, we will provide Crime Stopper's evidence-based bullying and cyber-safety activities and restorative justice activities for students who need targeted behavior intervention, such as yoga, mindfulness, karate, reflection circles, character-building, mentoring, and Why Try curriculum (Restorative Practices: A Guide for Educators, 2014). **In response to student voice and in alignment with our core value of growing humble leaders, we will provide service clubs for students to give back to their communities.** Also, in response to student voice, we will provide enrichment activities that allow students to express themselves in creative ways not available during the regular school day, such as art programs, which are proven to decrease dropout rates and increase attendance. Every center will provide activities that promote self-expression, including performing arts, visual arts, theater, mixed media art, Anime, music, guitar, piano, choir, photography, yearbook, creative writing, and others based on student voice at each campus (Jensen, Arts with the Brain in Mind, 2001). **In response to student voice and in alignment with our core value of building transformative relationships, we will create affinity clubs to enhance student belonging and connectedness.**

All of the above activities are designed to impact program goals/objectives, directly aligned with our students' needs and voice, and are interwoven with YES Prep's mission and core values. The activities also will be aligned with state standards and developed using the Texas ACE Activity/Unit and Lesson Plan worksheets. ACE Site Coordinators will monitor student attendance, grades, exams, pre- and post-assessments, behavior reports, and teacher and student feedback to ensure these activities are positively impacting academic achievement and overall success and collaborate with school day teachers/staff to modify activities if expected improvement is not achieved.

Finally, as previously stated, family engagement is critical to student success. **Based on parent voice results from each campus, we will also provide family engagement activities that are directly aligned with student activities, so parents can meaningfully support their children's success, including Children At Risk's Train-the-Trainer parent modules, Save the Children's Care for the Caregiver mental health counseling, Houston Food Bank's nutrition training, Crime Stoppers' anti-bullying and cyber-safety, FAFSA and college prep, SER's job training, and Houston Community College's ESL and GED classes.**

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Schedule #16—Responses to Statutory Requirements (cont.)

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Amendment # (for amendments only):

Statutory Requirement 6: Describe the applicant's plan to disseminate information about the community learning center, including its location, to the community in a manner that is understandable and accessible. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

YES Prep has provided public notice of our intent to apply for a 21st CCLC grant and, after submission, will make the application available for public view on our **district website** at www.yesprep.org. If YES Prep is awarded a 21st CCLC grant, we will publicly announce our participation on our website, and every participating campus will post a notice on their **campus-specific web page** and include the notice in their **weekly Parent Notes**. All information will be made available in **English** and **Spanish**, as well as any other language that is predominant in a campus community. District and campus leaders will ensure that communication about the OST program is included in **parent enrollment packets**, which every new and returning student receives at the beginning of the fall semester. We will post an announcement on all our public **social media** websites, including Facebook, Instagram, and Twitter; and advertise each campus's participation to the community by posting a notice on each **campus's marquee**. Also, on campus, we will hang posters and distribute flyers that include the dates and location of each school's program. ACE information will be available during **Back-to-School Nights**, which are hosted at the beginning of the fall semester at every campus. ACE Site Coordinators will host an **ACE Information Table** to answer students and parents' questions and recruit high-need students who have not yet registered for ACE. Also, ACE Site Coordinators will provide information about ACE in **report card packets** every six weeks to recruit students struggling academically. We will create an **ACE Family Resource Center** that is prominently displayed by the front desk on every campus, and which advertises the ACE activity schedule for students and parents, bus routes, ACE registration forms, and other pertinent information about the program. This will ensure parents can access ACE information and other resources during the time that is most convenient for them. Additionally, we will use our all-call system, **School Messenger**, to **call** and/or **text** every parent phone number at participating campuses and send ACE information and reminders. We will also ensure that campus leaders, school day teachers, and front office staff are knowledgeable about ACE, so they can answer parents' questions and help refer high-need students to the program. Deans of Students, who manage discipline referrals, and school day teachers, who know which students are struggling in their classes, will be knowledgeable about ACE and will have an **ACE referral form** to share with students and parents when they determine a student needs ACE support. Since the ACE program is exclusively for students at the 10 centers, YES Prep will be careful not to mislead parents and the general public at non-participating schools and in non-participating communities. We will distribute **flyers** to surrounding neighborhoods with information about ACE and the center locations to recruit highly-qualified volunteers and community partners/organizations to help support and expand OST services and activities.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 101-845

Amendment # (for amendments only):

Statutory Requirement 7: Please describe the transportation needs of participating students and how students participating in the program will travel safely to and from the center(s) and home. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

All OST programming will occur before and after the regular school day and students will be permitted to attend only the program offered on their regular school day campus. As an open-enrollment charter school district, YES Prep is exempt from identifying feeder schools, so no transportation between schools will be needed.

Based on the campus and community needs assessments, the transportation needs at our 10 centers vary. We operate an extended school day, dismissing at 4:00 pm. While this dismissal time is inconvenient for many working families, who typically work until at least 5:00 pm, providing the OST program until 6:30 pm makes pick-up convenient. Therefore, four campuses (C2, C4, C5, and C7) determined that their students do not need bus transportation home after their OST program ends during the regular school year. The other six campuses (C1, C3, C6, C8, C9, and C10) do need to provide safe bus transportation home and have included a request for transportation funds in their center ACE budgets (total: \$42,280).

- **Regular School Year:**

- Two of the campuses (C3 and C9) will provide transportation after programming ends at 5:00 pm on Wednesdays, which is their early-release day (\$3,740 per center).
- Two campuses (C6 and C10) will provide transportation after programming ends at 6:30 pm on Tuesdays and Thursdays, which they project will be the highest attended days based on parent and student feedback (\$6,960 per center).
- Two campuses (C1 and C8) will provide transportation after programming ends at 6:30 pm on Tuesdays, Wednesdays, and Thursdays, which they project will be the highest need and highest attended days (\$10,440 per center).

- **Summer:**

- Three campuses (C4, C5, and C10) will provide transportation during summer programming and have included summer transportation funds in their center ACE budgets (\$6,800 per center = \$20,400 total).
- The above three campuses will provide transportation every day (Monday through Thursday) during summer programming.

Every campus providing transportation will coordinate with parents and the district Transportation Manager to ensure every bus route's stops are located in safe areas and accommodate student needs. Campuses will escort students to the buses at dismissal. The other campuses have determined that parents are able to pick-up their students at the end of programming.

In addition, multiple centers will provide OST programming before the regular school day begins, which will assist those parents who need to drop off their children early. The days will be determined based on student need and instructor availability during the early morning.

Each campus will rely on written communications for student dismissal methods. Parents must designate in writing who is authorized to pick-up their child, and all students will be required to sign-in to all ACE activities and services. If a parent requests a change in the regular student pick-up procedure, district safety protocols will be followed to ensure adequate communication between the ACE Site Coordinator, student, and parent prior to allowing the student's pick-up method to be altered. Ultimately, we want to ensure all students are safe while on campus and traveling home.

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Schedule #16—Responses to Statutory Requirements (cont.)

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Amendment # (for amendments only):

Statutory Requirement 8: Describe how the eligible entity will encourage and use appropriately qualified persons to serve as the volunteers. Explain the policy for screening and placing volunteers. If the entity does not plan to use volunteers, please indicate that in the space provided. (Choosing not to use volunteers will not lower review scores). **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

To recruit highly-qualified ACE volunteers, ACE staff will collaborate with YES Prep's Community & Family Engagement team and Advancement team, which are both external-facing and regularly receive volunteer requests from community members and local businesses. We will collaborate with a newly formed group, YES Prep Young Professionals, whose members are in the early stage of their careers and eager to give back to the Houston community. In addition, we will distribute ACE flyers to community organizations, churches and other religious entities, and colleges/universities, and use message boards like VolunteerHouston.org to recruit volunteers. ACE staff will use our existing partnerships with local community organizations and businesses to recruit volunteers. For example, many local businesses have community service requirements for their staff, and we will use this resource to recruit professionals to volunteer and mentor students. Lastly, we will recruit and train parents who are interested in volunteering and supporting our students and other parents. Research shows that parents respond well to other parents, so parent volunteers will be influential.

The ACE Project Director, ACE Site Coordinators, and ACE volunteers will collaborate to determine each ACE center's specific staffing/volunteer needs, as well as each volunteer's interests and skills, so that volunteers are assigned to a center where their time will be most impactful. Volunteers will be able to deliver program activities and services, such as providing one-on-one homework help, supporting student and family literacy, translating for parents (if qualified and appropriate), mentoring students on college and career opportunities, and serving as college tour chaperones. Moreover, we will recruit bilingual volunteers who are able to translate into Spanish and support ACE staff at parent classes, meetings, and events.

The ACE team will collaborate with YES Prep's Talent Support team (i.e., human resources) and follow **district guidelines** to ensure that all potential volunteers are qualified to work on a campus with students. **All volunteers will complete the mandatory public education background information form and submit to fingerprinting.** No volunteer will be allowed to work with students until they have completed the background check process and our Talent Support staff has reviewed and approved them. Our district's background check process is thorough and standardized to guarantee our students' safety. Once a volunteer's background check is complete, the ACE Project Director, Talent Support team, and ACE Site Coordinator will provide a mandatory volunteer orientation for all volunteers, so they are aware of district expectations, policies, and procedures. Furthermore, we will monitor all volunteers and provide them with timely and constructive feedback for continuing development.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 101-845

Amendment # (for amendments only):

Statutory Requirement 9: Describe a preliminary plan for how the community learning center will continue after funding under this grant ends, including how the resources provided by this grant will assist the program in local sustainability efforts. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

YES Prep's 21st CCLC Planning Committee created a preliminary **sustainability plan** for continuing OST programming after grant funding ends, and both our Board of Directors and district leadership team have made sustainability a focal point. First, the ACE program has been designed to align with our mission, core values, and strategic priorities so OST programming mirrors YES Prep's academic, restorative justice, and cultural competency models and can be seamlessly incorporated as a permanent YES Prep program after the grant ends. Second, every member of our Board of Directors has signed a **letter of support** affirming they will work to sustain OST programming after the grant ends. Third, YES Prep's district leadership team, which includes the CEO and department chiefs, already have begun meeting to discuss how we can sustain OST funding after ACE ends and will continue to include this topic on meeting agendas throughout the grant period. Fourth, YES Prep's Chief of Operations has prioritized OST sustainability as one of his critical initiatives for the next two years, and our CEO will evaluate his progress.

In addition, our preliminary sustainability plan includes updating the campus and community needs assessments every semester to ensure changing student needs are identified and met. We will create an **asset and resource gap analysis** at the district level and for each center that will inventory what resources the grant has provided and how local funds or partners can expand OST capacity. The **grant resources** that will assist the program in local sustainability efforts are **materials and supplies, staffing, continuous quality improvement models, community partnerships, and TEA's professional development trainings**, each of which provides us with a jumpstart in OST programming that we can continue after the grant ends. **Grant materials and supplies** will be labeled and safely stored. We will use the **ACE staffing model** as the foundation upon which we build a sustainable OST program. All ACE staff will participate in the TEA and other OST experts' **professional development trainings**, so staff become the district's internal experts on high-quality, sustainable OST programming. Texas ACE's **continuous quality improvement models**, including the ACE Blueprint, logic models, interim reports, and local evaluation reports, provide a framework for how a high-quality OST program should look, feel, and run. These resources will be implemented for quality assurance during the grant period and after the grant ends to ensure our sustainable program also remains high-quality and successful.

The **ACE Advisory Council**, which will include parents, staff, teachers, and community members/leaders, will meet quarterly to review our sustainability plan for feedback and modification. We will hold our **community partners** accountable to their MOU commitment to aid in program sustainability. In addition to the resources the grant can provide, building **community partnerships** is the most important aspect of sustainability planning. We will use the ACE Advisory Council, our current community partnerships, and outreach strategies to deepen our relationships with our current partners and recruit more partners during the grant period. We have already recruited several community organizations to provide a multitude of resources and services for our students and parents and have begun discussions with them about a plan to sustain the partnerships after the grant ends. They include Houston Community College's ESL and GED classes for parents, Houston Public Library's STEAM lab, Houston Food Bank's nutrition classes, Save the Children's mental health counseling, MD Anderson's Your Health Matters training, Children At Risk's Train-the-Trainer parent modules, Harris County Health Department's physical screenings and vaccinations, Everfi's virtual trainings on financial literacy, Houston Children's Museum's family passes, ABC Dental's oral exams, Baker Ripley's immigration services, SER's job trainings and resume-building, Optivision's eye screenings, French Arts Alliance's arts program, Boys and Girls Club of Greater Houston's activities, Houston Tool Bank, and Crime Stoppers cyber-safety, healthy relationships, and anti-bullying trainings. These partnerships will increase the impact of public and local funds to achieve program goals and are critical to achieving sustainability after the grant ends. We will continue to cultivate new partnerships with community organizations to increase resources that can be accessed after the grant ends; and will collaborate with our Advancement team to build relationships with **local donors** who can supplement resources for ACE and who may be willing to sponsor a center or portion of OST programming after the grant ends. The ACE Project Director will work with district leadership to consider **sliding-scale fee** possibilities for OST programming after the grant ends. If the district implements a fee-based program post-grant, Save the Children has offered to **award scholarships** for students who cannot afford the fees. ACE Site Coordinators will review program data and collaborate with campus staff to determine which OST activities and services are most meaningful to their students and what can be **earmarked** in the campus budget. Finally, we will deepen our **family engagement**, not just by numbers, but by **training parents to be highly-qualified volunteers and ambassadors** for the OST program. This is aligned with our new district priority to deeply engage the families and communities we serve. Parents who can commit their time to the program will be trained to run activities and will be incorporated into the sustainable OST model. This is how we ensure our OST program continues.

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Amendment # (for amendments only):

Statutory Requirement 10: Demonstrate how the proposed program will coordinate federal, state, and local programs and make the most effective use of public resources. In doing so, address how the program plans to supplement existing programs and services on the campus(es) to be served. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

YES Prep will coordinate federal, state, and local programs and supplement existing activities and services on participating campuses to make the most effective use of grant funds and public resources. **We will commit human, financial, infrastructural, facility, volunteer, and in-kind resources to ensure that the value of our OST program exceeds the grant funds.** Every campus and our district will contribute to the annual cost of operating the OST program from campus and district budgets, fundraising, partner services, and various federal, state, and local programs.

One of the most valuable resources on each campus is the **availability of facilities** within which OST programs will operate. The campuses will not charge any **OST facilities costs** or **indirect costs** toward the grant and will incorporate all these costs into the campus budget. For example, every center will provide **free access to classrooms** for student and parent activities and services, as well as **free access to school gymnasiums, fields, cafeterias, and auditorium space for activities and large group events** (531+ hours x approx. \$70/hour x 10 centers = \$371,700). Our campuses also will pay the **cleaning costs** required after OST programming ends each evening (\$20.65/hour/person = approx. \$219,303).

The ACE Site Coordinators will coordinate activities and services to ensure that grant funds will not be used to supplant and only will be used to create new and expanded, supplemental activities and services. To assist them, the campus needs assessments included each campus School Director's (i.e., principal's) accounting of all OST activities and services currently provided through the campus budget. Also, for example, **Title I funds** will be used to offset teacher salaries for OST tutorials and other teacher-led activities.

We will coordinate **free supper programs** during the school year with the National School Lunch Program federal grant YES Prep receives. Due to the economic needs of our students and communities, this federal grant provides free supper to students and any community member under 18 years-old during designated days of the school year and summer (\$4,339,842). ACE students will be able to participate in this meal program for free, minimizing the ACE funds needed for nutritious snacks.

We are requesting some technology through the grant; however, the student and parents' technology needs exceed the grant's budget. Most campuses have **computer labs** with approximately 25 computers, which will be made available during the OST program for appropriate activities and services (\$20,000 per lab x 10 centers = \$200,000). Every campus and the district will **provide copy machines, paper, and ink** free of charge to the ACE program. This **in-kind donation** from the local budget is important for printing ACE flyers, posters, brochures, sign-in sheets, attendance rosters, and many other ACE materials for ongoing communication with students and parents (\$15,000). The Academics team will provide in-kind donations of **services, curriculum, and materials** to ensure OST programming is aligned with content taught during the regular school day. All ACE staff will be given **offices, desks, furniture, and professional development** by the district. YES Prep also will use private donations to expand the program's scope, including donations from the Walton Family Foundation to support teacher training and diversity initiatives (\$790,000), as well as increased parent initiatives (\$92,400), Sprint 1Million WiFi initiative (\$459,000), calculator donations (\$55,000), and capital donations (\$1,476,000). We also received generous donations to support students and families impacted by Hurricane Harvey (\$4.2M) to support homeless families and families who need support to stay in their homes. All accounting services provided by the district's **Finance team** for ACE expenditures will be included in the district budget, with no impact on the grant. Also, we have not requested any indirect costs through the grant. YES Prep will incorporate **all indirect ACE costs** into the district's budget (\$75,000).

All 10 centers will use their community and business partners to coordinate donated services to increase the program's impact on students and their families. Our community partners have committed to providing the following services to expand our OST programming at little or no charge to the grant: Houston Community College's ESL and GED classes for parents, Houston Public Library's STEAM lab, Houston Food Bank's nutrition classes, Save the Children's mental health counseling, MD Anderson's Your Health Matters training, Children At Risk's Train-the-Trainer parent modules, Harris County Health Department's physical screenings and vaccinations, Everfi's virtual trainings on financial literacy, Houston Children's Museum's family passes, ABC Dental's oral exams, Baker Ripley's immigration services, SER's job trainings and resume-building, Optivision's eye screenings, French Arts Alliance's arts program, Boys and Girls Club of Greater Houston's activities, Houston Tool Bank, and Crime Stoppers cyber-safety, healthy relationships, and anti-bullying trainings. These partnerships and donated services will greatly increase the impact of public resources to achieve program goals/objectives.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 101-845

Amendment # (for amendments only):

TEA Program Requirement 1: Enter center-level information requested for each of the proposed centers.

Center 1	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
	YES Prep Southside 5515 South Loop East Freeway Houston, Texas 77033		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input checked="" type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6 <input checked="" type="checkbox"/> 7-8 <input checked="" type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	9-digit campus ID number:	101845011				
	Cost per student	\$835				
	"Regular" student target (to be served 45 days or more annually):	85	Parent/legal guardian target (in proportion with student target):		50	
		Feeder school #1	Feeder school #2	Feeder school #3		
	Campus name	N/A				
	9-digit campus ID number					
Estimated transportation time						
Center 2	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
	YES Prep Brays Oaks 9000 West Belfort Avenue Houston, Texas 77031		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input checked="" type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6 <input checked="" type="checkbox"/> 7-8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10-11 <input checked="" type="checkbox"/> 12	
	9-digit campus ID number:	101845006				
	Cost per student	\$848				
	"Regular" student target (to be served 45 days or more annually):	85	Parent/legal guardian target (in proportion with student target):		50	
		Feeder school #1	Feeder school #2	Feeder school #3		
	Campus name	N/A				
	9-digit campus ID number					
Estimated transportation time						
Center 3	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
	YES Prep Southwest 4411 Anderson Road Houston, Texas 77053		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6 <input checked="" type="checkbox"/> 7-8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10-11 <input checked="" type="checkbox"/> 12	
	9-digit campus ID number:	101845002				
	Cost per student	\$848				
	"Regular" student target (to be served 45 days or more annually):	85	Parent/legal guardian target (in proportion with student target):		50	
		Feeder school #1	Feeder school #2	Feeder school #3		
	Campus name	N/A				
	9-digit campus ID number					
Estimated transportation time						

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County-district number or vendor ID: 101-845

Amendment # (for amendments only):

Center 4	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
	YES Prep East End 8329 Lawndale Street Houston, Texas 77012		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6 <input checked="" type="checkbox"/> 7-8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10-11 <input checked="" type="checkbox"/> 12	
	9-digit campus ID number:	101845003				
	Cost per student	\$822				
	"Regular" student target (to be served 45 days or more annually):	85	Parent/legal guardian target (in proportion with student target):		50	
		Feeder school #1	Feeder school #2	Feeder school #3		
	Campus name	N/A				
	9-digit campus ID number					
Estimated transportation time						
Center 5	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
	YES Prep Gulfton 6565 De Moss Drive Houston, Texas 77074		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6 <input checked="" type="checkbox"/> 7-8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10-11 <input checked="" type="checkbox"/> 12	
	9-digit campus ID number:	101845010				
	Cost per student	\$778				
	"Regular" student target (to be served 45 days or more annually):	85	Parent/legal guardian target (in proportion with student target):		60	
		Feeder school #1	Feeder school #2	Feeder school #3		
	Campus name	N/A				
	9-digit campus ID number					
Estimated transportation time						
Center 6	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
	YES Prep North Forest 6602 Winfield Road Houston, Texas 77050		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6 <input checked="" type="checkbox"/> 7-8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10-11 <input checked="" type="checkbox"/> 12	
	9-digit campus ID number:	101845010				
	Cost per student	\$783				
	"Regular" student target (to be served 45 days or more annually):	85	Parent/legal guardian target (in proportion with student target):		60	
		Feeder school #1	Feeder school #2	Feeder school #3		
	Campus name	N/A				
	9-digit campus ID number					
Estimated transportation time						

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 101-845

Amendment # (for amendments only):

Center 7	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
	YES Prep Northside 5215 Jensen Drive Houston, Texas 77026		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6 <input checked="" type="checkbox"/> 7-8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10-11 <input checked="" type="checkbox"/> 12	
	9-digit campus ID number:	101845007				
	Cost per student	\$785				
	"Regular" student target (to be served 45 days or more annually):	85	Parent/legal guardian target (in proportion with student target):		60	
		Feeder school #1	Feeder school #2	Feeder school #3		
	Campus name	N/A				
	9-digit campus ID number					
Estimated transportation time						
Center 8	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
	YES Prep Fifth Ward 1305 Benson Street Houston, Texas 77020		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6 <input checked="" type="checkbox"/> 7-8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10-11 <input checked="" type="checkbox"/> 12	
	9-digit campus ID number:	101845008				
	Cost per student	\$802				
	"Regular" student target (to be served 45 days or more annually):	85	Parent/legal guardian target (in proportion with student target):		50	
		Feeder school #1	Feeder school #2	Feeder school #3		
	Campus name	N/A				
	9-digit campus ID number					
Estimated transportation time						
Center 9	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
	YES Prep White Oak 5620 West Tidwell Road Houston, Texas 77091		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6 <input checked="" type="checkbox"/> 7-8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10-11 <input checked="" type="checkbox"/> 12	
	9-digit campus ID number:	101845009				
	Cost per student	\$782				
	"Regular" student target (to be served 45 days or more annually):	85	Parent/legal guardian target (in proportion with student target):		60	
		Feeder school #1	Feeder school #2	Feeder school #3		
	Campus name	N/A				
	9-digit campus ID number					
Estimated transportation time						

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 101-845		Amendment # (for amendments only):		
Center 10	Name and physical address of center site:		The campus is (check all that apply):	
	YES Prep West 10535 Harwin Drive Houston, Texas 77036		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR	
	9-digit campus ID number:	101845005	Grade levels to be served (check all that apply): <input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6 <input checked="" type="checkbox"/> 7-8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10-11 <input checked="" type="checkbox"/> 12	
	Cost per student	\$737		
	"Regular" student target (to be served 45 days or more annually):	85	Parent/legal guardian target (in proportion with student target):	60
		Feeder school #1	Feeder school #2	Feeder school #3
	Campus name:	N/A		
	9-digit campus ID number			
Estimated transportation time				

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 101-845

Amendment # (for amendments only):

TEA Program Requirement 2: Describe the proposed management, center operations, and corresponding budget plan. Explain how the plan will help meet the program objectives and student service targets. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Proposed Management: YES Prep has designed a management plan that will align ACE with campus and state programs to meet goals/objectives and student service targets. We will hire a full-time ACE Project Director, ACE Family Engagement Specialist (FES), and 10 ACE Site Coordinators to manage the grant and ensure its success. The ACE Project Director will report to and meet **weekly** with the Director of Community Engagement to align and expand efforts. ACE Site Coordinators will meet with the ACE Project Director and FES **monthly** to review program data, participate in trainings, share best practices for continual quality improvement, and review program compliance. ACE staff will participate in trainings offered by Texas ACE. Due to the operational needs of ACE, ACE Site Coordinators will also have an on-campus supervisor, the campus Operations Director, who oversees campus staffing, scheduling, budgeting, and facilities, and will support **daily** ACE operations. The ACE Project Director and campus supervisor will communicate **monthly** to review data, objectives, and alignment. The Project Director, FES, campus supervisor, and independent evaluator will conduct site visits **monthly** and provide feedback for ongoing improvement of program quality and logistics. **Center Operations:** All activities will occur in a **clean, safe facility** that is properly equipped for activities and accessible to all participants. Every center schedule is based on determining factors, i.e., school day start and dismissal times, parents' working hours, and times that parents' pick-up or drop-off students. **Every campus' program will run for a minimum of 35 weeks per year, of which six weeks will be during summer.** In fall and spring, we will provide **five days and 15 hours per week of programming, and all activities will last at least 45 minutes.** Due to parent needs, every campus will provide program hours before school, but the majority will occur after dismissal. Every center will provide activities best suited to meet the needs of their campus and will include academic, enrichment, college and career, and family activities, intentionally designed to improve academics, attendance, behavior, promotion, and graduation rates and college and career competencies. **Summer programming will include four days per week and four hours per day of intensive remediation for the highest-need, at-risk students.** ACE Site Coordinators will meet weekly with school day teachers, College Counselors, and Deans of Instruction to ensure students most in need of academic assistance are targeted and content is aligned with the regular school day. Also, ACE Site Coordinators will meet with Student Support Counselors and Deans of Students to ensure students in need of behavioral or truancy services are targeted. For safety, sign-in and sign-out procedures will be required for every activity and all instructors will be interviewed and fingerprinted prior to working with students. Once hired, all ACE instructors will receive ongoing training and be overseen by ACE Site Coordinators and the ACE Project Director. All emergency, safety, and health policies will be followed during OST as they are during the regular school day. Consistent participation is critical, so Site Coordinators will input attendance daily and will review reports weekly. We will consistently ask for student feedback, and activities with inconsistent attendance and negative student feedback will be modified. **Corresponding Budget Plan:** Every center budget is based on gaps in the campus budget, the needs of students and their families, and the number of operating hours for programming. Every campus will **serve 85 students (the highest need 10% of students) at least 45 days.** We expect to serve approximately **40-50 students per day**, per campus and will maintain an **instructor-to-student ratio of 1:22 or less.** Our program will total **531+ hours of OST programming**, so most of our budget supports **personnel costs** to provide high-quality activities to students and families. We requested **\$419,059 (stipends + contractors)** for OST instructors. Of this, we requested \$213,925 for teacher stipends, an average of \$21,393 per campus for teachers to provide a total of 855 hours of targeted academic interventions for at-risk students in math and reading, STAAR, and SAT; college counseling; and other enrichment opportunities during the school year and summer program (\$25/hr/teacher). This will allow at least one teacher-led academic activity every day at every campus, and two teacher-led academic activities every day at every campus during the summer. We requested \$205,134 in contracted services for instructional activities during times when teachers are unavailable, like Wednesday teacher professional development days. We have limited requested funds for non-personnel expenses to basic startup supplies, including staff and student laptops (\$560 ea.) for academic interventions and computer literacy, e-readers (\$100 ea.) and literacy materials (\$7,490), robotics and drone kits (\$1,000 ea.), art supplies, cooking carts and supplies (\$2,000 ea.), sports equipment, SAT prep tutorials (\$999 ea.), cosmetology supplies, chess and gaming supplies, science kits (\$100 ea.), and items not requiring specific approval (average \$12,518/center = \$100,967); and will rely on private donations to supplement materials and supplies. We requested in-state travel costs (\$18,000) for ACE staff to attend the Texas ACE Conference. To ensure we can expand the capacity of grant funds, every campus has allocated funds to supplement the grant program, e.g., donating space, facilities costs, indirect costs, furniture, cleaning costs, curriculum and tutorial resources, and training ACE staff. Also, campuses will leverage volunteers to expand the capacity of ACE staff.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 101-845

Amendment # (for amendments only):

TEA Program Requirement 3: Describe the proposed program evaluation plan, including a description of how program evaluation results will be used to improve program operations and quality. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

YES Prep will implement an evaluation plan for continuous quality and operational improvement. We will comply with all state and local evaluation and reporting requirements, including site visits, fiscal audits, and program evaluations. In addition, we will conduct ongoing program evaluations at the center and grantee levels and will use evaluation results to continually improve the program's quality. **Center Level:** We will build an OST program that is aligned to the school district's purpose and priorities and campus and community needs and will create SMART goals in collaboration with other teams and work with our Academics team to ensure activity and lesson plans for each activity are high-quality and aligned to the regular school day. Every activity's SMART goals and our programmatic objectives will be revisited regularly and will be adjusted as necessary by district stakeholders. We will implement a process of continuous feedback by teachers and campus staff to ensure our activities continue to align with school day curriculum and priorities. Through student voice and weekly monitoring of student activity attendance, ACE Site Coordinators and the ACE Project Director will alter program offerings as needed. ACE Site Coordinators, FES, and the ACE Project Director will meet monthly to review progress and share best practices for continual improvement. The ACE Project Director and independent evaluator will conduct planned and unplanned site visits at every center and provide written feedback to ACE Site Coordinators and campus supervisors for continual improvement. Observations and feedback will be based on a set of proven program quality metrics as provided by assessment tools, such as Weikart's Youth Program Quality Assessment or You! For Youth's Implementation Planning Checklist, or another evaluation tool recommended by the TEA. We will also give feedback to activity instructors and provide additional training to further improve instruction quality where needed. All ACE participants will complete surveys, which will be reviewed by all ACE staff and the independent evaluator to determine what aspects of the program are most impactful and what needs improvement. Every campus will enter data into TX21st daily and will collect and report data for any requested USDE/TEA reporting. **Grantee Level:** The Project Director will continually monitor center-level data to assess progress-to-goals. The ACE Project Director will run data reports in the TX21st system for every center weekly and follow up with ACE Site Coordinators whose data is missing or not meeting expectations. If a center's data reveals low attendance or unsatisfactory student/parent feedback, the ACE Project Director will meet with the ACE Site Coordinator to modify programming, provide additional training, and set benchmark quality improvement measures. The ACE Advisory Council will meet quarterly to review program data, progress-to-goals, and sustainability planning. The ACE Project Director will work with the district's PEIMS staff to ensure all data reports are accurate and provided to the TEA by deadlines. The ACE Project Director will monitor progress-to-goals provided in the objectives section of this grant and will work with district and campus teams if those objectives are not met within the given timeframe to improve program quality and impact. We will submit required data for state program evaluation, compliance monitoring, and federal reporting in the format and timeline provided by TEA. We will submit logic models, sustainability plans, program evaluation reports, and any other required reports or products in accordance with the format provided by the TEA. Continuous feedback from all stakeholders, including the independent evaluator, campus and district leadership, parents, students, instructors, and community partners will be encouraged. To aid in the local evaluation process, **YES Prep will hire an independent evaluator who will implement an evaluation plan that adheres to the evaluation metrics determined by YES Prep, the TEA, and ACE guidelines to measure the program's impact on stated objectives.** To aid in the independent evaluation process, ACE Site Coordinators and the ACE Project Director will complete logic models and center plans in the fall term to set a foundation for programmatic planning and quality, which the independent evaluator will review and provide feedback for quality assurance. In the fall and spring, ACE staff will complete interim reports to reflect on their program operations and progress toward goals, which the independent evaluator will review for program impact and provide feedback for continuing improvement. We will adjust programming as needed to ensure the program is operating as intended and meeting all expectations. Additionally, each semester, ACE staff and the independent evaluator will review quantitative data including: student school day attendance, grades, discipline reports, STAAR and SAT results, and promotion and graduation rates, and qualitative data, including parent, student, and instructor survey feedback, to determine programmatic impact on student success and stated objectives. The independent evaluator will use the above data and publish a final report annually, which will be posted on the YES Prep website and shared with the Board of Directors and district leadership team. The ACE Project Director will present evaluation findings to district leadership and the ACE Advisory Council and will work with them to continually review and improve the OST program and sustainability plan. Suggestions for improvement included in the final report, will be presented to the ACE Advisory Counsel, campus and district leadership, and Board of Directors, and will be implemented in the next grant continuation year.

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 101-845

Amendment number (for amendments only):

No Barriers

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gender-Specific Bias

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Cultural, Linguistic, or Economic Diversity

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 101-845

Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B15	Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B18	Coordinate with community centers/programs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 101-845

Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 101-845

Amendment number (for amendments only):

Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Absenteeism/Truancy

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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County-District Number or Vendor ID: 101-845

Amendment number (for amendments only):

Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M13	Provide adult education, including HSE and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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County-District Number or Vendor ID: 101-845

Amendment number (for amendments only):

Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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Schedule #19—Private Nonprofit School Participation			
County-District Number or Vendor ID: 101-845		Amendment number (for amendments only):	
<p>Important Note: All applicants (except open-enrollment charter schools and private nonprofit schools) must complete this schedule <u>regardless of whether any private nonprofit schools are participating in the program.</u></p> <p>Failure to complete this schedule will result in an applicant being disqualified.</p>			
Questions		Not applicable	
1.	Are any private nonprofit schools located within the attendance area of the public schools to be served by the grant?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<ul style="list-style-type: none"> If your answer to this question is yes you must answer question #2 below. If your answer to this questions is no, you do not address question #2 or the assurances below. 			
2.	Are any private nonprofit schools participating in the grant?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<ul style="list-style-type: none"> If your answer to this question is yes, you must read and check the box next to each of the assurances below. If your answer to this question is no, you do not address the assurances below. 			
Assurances			
<input type="checkbox"/>	The applicant assures that it discussed all consultation requirements as listed in Section 1117(b)(1), and/or Section 8501(c)(1), as applicable with all eligible private nonprofit schools.		
<input type="checkbox"/>	The applicant assures the appropriate Affirmations of Consultation will be provided to the TEA Private Schools Ombudsman in the manner and timeline to be requested.		
<input type="checkbox"/>	The applicant assures that the total grant award requested on Schedule #6—Program Budget Summary includes any funding necessary to serve eligible students from private nonprofit schools within the attendance area of the public schools to be served by the grant.		

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